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ABSTRACT

This progress report presents information on a comprehensive program that involved the library in all aspects of the academic program. During the second quarter, meetings with the faculty were completed and weekly meetings were held with the Director of Libraries and the Associate Director for Operations. Since meaningful contacts with students continued to be difficult to establish, a student formulated questionnaire was mailed to all students with campus post office boxes (4,748 students). The reference staff taught 39 course-related library instruction sessions and a library handbook has been completed. Appendices contain the student survey questionnaires concerning the orientation program and general library knowledge. (Author/JAB)

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LIBRARY SERVICE ENHANCEMENT PROGRAM

SECOND QUARTERLY PROGRESS REPORT TO THE COUNCIL ON LIBRARY RESOURCES

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

FOR THE PERIOD
DECEMBER 1, 1977 - FEBRUARY 28, 1978

GEORGIA SOUTHERN COLLEGE LIBRARY
STATESBORO, GEORGIA

ORION HARRISON
PROJECT LIBRARIAN

IR005836

The second quarter of the grant was devoted to completing the contacts with the academic community begun during the first quarter and to implementing further some of the programs outlined in my first report. Weekly meetings were held with the Director of Libraries and the Associate Director for Operations to discuss progress and to talk about problems.

ESTABLISHING A DIALOG

In my last report I stated that each of the Deans except one had invited me to a meeting either of all of his faculty or of all of his department heads. This quarter I was able to meet with the department heads of that school, and enthusiastic interest was expressed about what the Library is doing. Other meetings were held with individual department heads and faculty members and with the entire faculty of the sociology department. A questionnaire is being planned which will attempt to find out how aware faculty are of the Library's various services and to get comments and suggestions.

While on vacation in Australia during the Christmas holidays, I met with librarians at the Mitchell College of Advanced Education in Bathurst, New South Wales, to discuss bibliographic instruction. We found each other to be in general agreement as to both the philosophy of library instruction and the methods of implementing specific programs. The common experience has been that students receive little or no lasting benefit from general tours, that a series of mini-library science lectures is inappropriate, and that the most effective approach to bibliographic instruction is course-related instruction. I received a "bonus" from this visit by observing Truskett's highly functional ways of organizing and controlling A/V software and maps and charts.

Meaningful contacts with students continued to be difficult to establish. There was not a single response to the letters that were sent last quarter to the fraternities and sororities. Working with the Residence Halls Association, I was scheduled to speak to students in several of the dormitories. The presentations were designed to inform students about the Library's services in general, to tell students about the LSEP grant and encourage them to work with the Library in improving the quality and depth of library service provided, and to get student feedback and answer questions. There was one good session -- which proved to me that the idea was a sound one -- but lack of advance publicity by the students responsible resulted in low or zero turnouts otherwise. An article about the grant appeared in the student newspaper this quarter.

A questionnaire (see Appendix I)* was designed in cooperation with the Academic Improvement Committee of the Central Coordinating Committee (Georgia Southern's form of student government). It was not scientifically pretested, but students not involved with the design of the original questionnaire (see Appendix II) were asked to comment on its form and content and changes were accordingly made. On the day that the questionnaires began to be mailed out, an article appeared in the student newspaper explaining that their purpose was to benefit students and encouraging students to complete and return them. Copies were mailed to all students having campus post office boxes (4748 out of 5793 enrolled). Since the returned questionnaires have not yet been tabulated, a discussion of the results will be included in my next report.

REACHING FRESHMEN AND SOPHOMORES

While major changes in the Library's program of instruction to English classes are contemplated for next quarter, this quarter the program remained as

*Note: The questionnaire was distributed on a single 8½" X 14 " sheet.

outlined in my first report. A summary of the information provided by students on evaluation forms is included in Appendix III. The "low" and "high" figures represent the averages of individual classes.

COURSE-RELATED INSTRUCTION

This quarter the reference staff gave course-related instruction (some sessions by means of bibliographic tours and others by means of classroom sessions) to thirty-nine classes. Only twenty-three such presentations were requested during the same academic quarter a year ago.

REACHING SUBJECT MAJORS

A major breakthrough was made when the teacher of a graduate education course promised to schedule his class for two hours of bibliographic instruction by the Library staff every time he teaches the course. We are still a long way, however, from being able to guarantee that all students will receive library instruction in their major subject areas before they graduate.

A CREDIT COURSE IN BIBLIOGRAPHY

Because of the time necessary to go through the red tape involved, and due to existing faculty course loads, the credit course that was outlined in my first report will not be taught for at least a couple of more quarters. One department head feels so strongly that such a course should be offered, however, that he has guaranteed to teach it himself if none of his faculty will.

EDUCATING THE LIBRARY'S PATRONS

A library handbook has been completed and the proofs are now being corrected. A Bell & Howell Ringmaster has been purchased and we will soon begin developing some slide/tape presentations to be shown on it.

Response to my contacts was slower than I had wished, especially considering the enthusiastic reception given to my presentations at meetings with administrators, faculty, and students. The requests that I did have, however, for bibliographies to be prepared and bibliographic instruction to be given kept me quite busy. It is hoped that professors who have been satisfied with what the Library has done for them and their classes will spread the word to their colleagues and a "snowballing" effect will be created.

APPENDIX I

This questionaire has been designed by the CCC and the library staff to gather information directly from students so that the library can determine student needs and opinions and improve its services accordingly. Please take a few minutes of your time and answer all the questions. Return the completed survey to the CCC Suggestion Box or to Kelly DeWine, Landrum Box 11614, by February 28.

Class Rank: Freshman ____ Sophomore ____ Junior ____ Senior ____ Graduate ____

1. How often do you use the library? _____

2. For what purpose do you use the library? (Check one of the three columns for each of the answers listed)

	Usually	Sometimes	Never
a. Studying	_____	_____	_____
b. Reading books or articles which are on reserve	_____	_____	_____
c. Obtaining information for class assignments	_____	_____	_____
d. Social Reasons (such as meeting friends)	_____	_____	_____
e. Researching topics of interest that are not course related	_____	_____	_____
f. Other _____ (Please Specify)	_____	_____	_____

3. Below are listed some materials and services which are available in the library. Indicate your familiarity with each item by placing the appropriate letter by each item listed.

A. I have never heard of it.
B. I know what it is but never use it.
C. Used it but not often.
D. Use it often.

___a. Interlibrary loan
___b. Readers' Guide to Periodical Literature
___c. Book Review Digest
___d. Essay and General Literature Index
___e. Monthly Catalog of U.S. Government Publications
___f. Library of Congress Subject Headings Book
___g. GIDC computerized Literature searches
___h. Microfilm
___i. Reserve Books
___j. New York Times Index
___k. Bibliographic Index
___l. Vertical File
___m. Card Catalog

4. Out of all the courses you have taken at GSC, in what percentage of them have you been assigned reserve readings in the Library?

0% 25% 50% 75% 100%

5. Out of all the courses you have taken at GSC, in what percentage of them have you been given assignments other than reserve readings that required the use of the library? (place a check mark somewhere along the line in the appropriate place)

0% 25% 50% 75% 100%

6. Please answer yes or no.

_____a. Whenever I am working on a term paper or other research assignments, I feel well able to find all of the necessary information in the library all by myself.

_____b. Whenever one of my teachers assigns a term paper, he assumes that all of his students already know how to use the library to find the needed information.

_____c. I was given an introduction to the use of my high school library.

_____d. I have taken English 152 at GSC.

_____e. The library instruction I received in English 152 helped me better understand how to find information in the library.

_____f. I find the library to be a pleasant place in which to work on assignments or to study.

_____g. Whenever I look up information on a topic, the library does not have enough books or periodical (magazine or journal) articles on my subject.

7. Do you feel the library is too noisy? Please comment _____

_____

_____

8. Please list below any comments or suggestions concerning the library, its physical facilities, its services, its policies, or its staff.

APPENDIX II

Class rank (please check one: Freshman ___ Junior ___ Graduate ___
Sophomore ___ Senior ___

I. How often do you use the GSC Library? (check one)

1. 3 or more times per week _____
2. 1 or 2 times per week _____
3. Once per month _____
4. Only when a term paper or other assignment which requires library research is given _____
5. I do not use the Library _____

II. For what purpose do you use the Library? (check one of the three columns for each of the answers listed)

	A Usually	B Sometimes	C Never
1. Studying	_____	_____	_____
2. Reading books or articles which are on reserve	_____	_____	_____
3. Obtaining information for class assignments	_____	_____	_____
4. Social reasons (such as meeting friends)	_____	_____	_____
5. Pleasure reading	_____	_____	_____
6. Researching topics of interest that are not course related	_____	_____	_____
7. Other _____ (please specify)	_____	_____	_____

III. Below are listed some materials and services which are available in the Library. Indicate your familiarity with each item by checking the appropriate column.

	A I have never heard of it before	B I know what it is but have never used it.	C I have used it, but not often.	D I have often used it.
1. Interlibrary Loan	___	___	___	___
2. Reader' Guide to Periodical Literature	___	___	___	___
3. Book Review Digest	___	___	___	___
4. Essay and General Literature Index	___	___	___	___
5. Monthly Catalog of U.S. Government Publications	___	___	___	___
6. Library of Congress Subject Headings book	___	___	___	___
7. GIDC computerized literature searches	___	___	___	___
8. Microfilm	___	___	___	___
9. Reserve books	___	___	___	___
10. New York Times Index	___	___	___	___
11. Bibliographic Index	___	___	___	___
12. Vertical File	___	___	___	___
13. Subject card catalog	___	___	___	___
14. Author/Title card catalog	___	___	___	___

IV. When you are looking for information on a topic (whether for a term paper or for some other reason), how do you go about finding books on the topic? (check one of the three columns for each of the answers listed)

	A Usually	B Sometimes	C Never
1. Ask your teacher for recommendations.	____	____	____
2. Ask a librarian for assistance.	____	____	____
3. Browse through the Library's books until you find some that deal with your topic.	____	____	____
4. Go to the subject card catalog and look under what you think would be the best subject heading for your topic.	____	____	____
5. Check the Library of Congress Subject Headings book for possible subject headings.	____	____	____
6. Other _____ (please specify)	____	____	____

V. How do you look for periodical (magazine or journal) articles on a particular subject? (check one of the three columns for each of the answers listed)

	A Usually	B Sometimes	C Never
1. Ask your teacher for recommendations.	____	____	____
2. Ask a librarian for assistance.	____	____	____
3. Browse through various journals until you find an article you can use.	____	____	____
4. Use an index that covers periodicals pertinent to your topic.	____	____	____
5. Other _____ (please specify)	____	____	____

VI. Out of all the courses you have taken at GSC, in what percentage of them have you been assigned reserve readings in the Library? (place a check mark somewhere along the line in the appropriate place)

0% 25% 50% 75% 100%

VII. Out of all the courses you have taken at GSC, in what percentage of them have you been given assignments other than reserve readings that required the use of the Library? (place a check mark somewhere along the line in the appropriate place)

0% 25% 50% 75% 100%

VIII. Respond to each of the statements below by checking the appropriate column.

	A Agree	B Neutral	C Disagree	D Don't Know
1. Whenever I am working on a term paper or other research assignment, I feel well able to find all of the necessary information in the Library all by myself.	___	___	___	___
2. Whenever I do research for a paper in the Library, I get the feeling there are information resources on my topic which I am somehow missing.	___	___	___	___
3. Whenever I am faced with doing a term paper, I am at a total loss as to how to go about finding information in the Library.	___	___	___	___
4. Whenever one of my teachers assigns a term paper, he assumes that all of his students already know how to use the Library to find the needed information.	___	___	___	___

IX. Please check either "yes" or "no" for each of the statements below.

	YES	NO
1. I was given an introduction to the use of my high school library.	___	___
2. I have taken English 152 at GSC. (If your answer is "no" skip to statement 5; if "yes" continue with statement 3)	___	___
3. As part of my English 152 course I received some instruction on how to use a library from someone on the Library staff. (If your answer is "no" skip to statement 5; if "yes" continue with 4)	___	___
4. The library instruction I received in English 152 helped me better to understand how to find information in the Library.	___	___
5. I find the Library to be a pleasant place in which to work on assignments or to study.	___	___
6. The Library is usually too noisy for studying.	___	___
7. Whenever I look up information on a topic, the Library has most of the books and periodical (magazine or journal) articles I need.	___	___
8. Whenever I look up information on a topic, the Library does not have enough books or periodical (magazine or journal) articles on my subject.	___	___
9. I feel able to use the card catalog to find if the Library has a copy of a book if I know the title.	___	___
10. I feel able to use the card catalog to find if the Library has any books by a particular author.	___	___
11. I feel able to use the card catalog to find if the Library has any books on a particular subject.	___	___
12. The author/title card catalog is too confusing to use.	___	___
13. The subject card catalog is too confusing to use.	___	___
14. The call number of a book is that unique number of two or more lines that is on the spine of the book and indicates its location on the shelves.		
A. When I look up a book in the card catalog I can recognize the call number on the catalog card.	___	___
B. I know how to use the call number of a book to find the book on the shelves.	___	___

	YES	NO
15. If I have problems finding information in the Library I feel that I can go to a librarian for help.	____	____
16. The arrangement of books in the Library is confusing to me.	____	____
17. When I have gone to librarians with questions they have been helpful.	____	____
18. The arrangement of periodicals (magazines and journals) is confusing.	____	____
19. The Library should teach a short course each quarter on how to use a library.	____	____
20. The Library should install an electronic system to keep books and other library materials from being taken from the building illegally.	____	____
21. The Library should change to an automated system of checking books out.	____	____
22. The Library should change to an automated system of sending out overdue notices.	____	____
23. I am able to check out books easily.	____	____
24. Books on reserve for my courses can be located easily.	____	____
25. (Answer only if you have been employed as a student assistant in the Library) My work as a student assistant was pleasant and rewarding.	____	____

X. Please list below any questions that you think should have been included on this questionnaire.

XI. Please list below any comments or suggestions concerning the Library, its physical facilities, its services, its policies, or its staff. You may write on the back of this sheet if more space is needed.

APPENDIX III

MEMORANDUM DATE: February 15, 1978

TO: Bibliographic Instruction Committee

FROM: Julius Ariail

SUBJECT: English 152, Fall and Winter Quarters, 1977-78

1. Library orientations were presented to 5 sections of English 152 in the Fall Quarter, and to 15 sections (to date) in the Winter Quarter. Julius Ariail taught 13 sections and Orion Harrison taught 7 sections. There were no problems in scheduling. The greatest number of classes taught on one day was 5.

2. The opinion survey sheets have been averaged on the attached sheet. The overall program was rated at 5.9 with the individual elements as follows: lectures (6.0); tour (5.9); slides (5.7); exercise (5.6).

Positive comments were generally on the theme that the program was good and should be continued. Negative comments were generally on the themes that the program went too fast, presented too much (or too little) information, or required more class sessions. There were many more positive comments than negative ones.

3. Approximately 90% of the exercise sheets were completed correctly. The errors which did occur seem to be due to the student not following instructions. The subdivisions and the "see also" cards in the subject catalog gave the most problems.

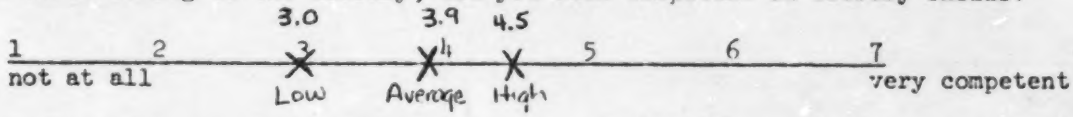
Summary Sheet - Fall and Winter, 1977-78

GSC LIBRARY ORIENTATION

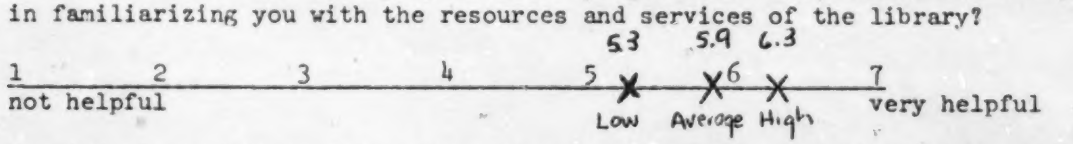
The following questions have been designed to help us improve the freshman orientation program. Please take time to answer the questions below. We will appreciate your cooperation.

For the following questions please circle the number on each line where you feel your answer is best indicated.

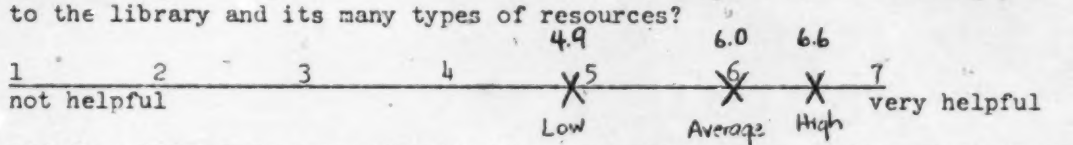
1. Before coming to the library, did you feel competent in library skills?



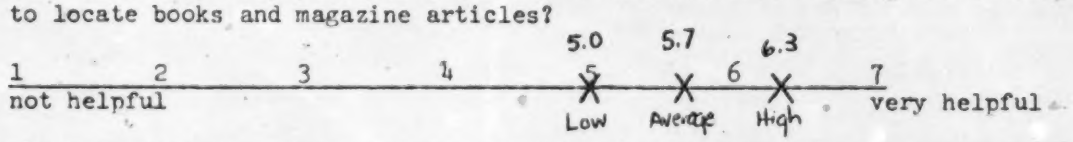
2. How helpful was our library orientation program (lecture, slides and tour) in familiarizing you with the resources and services of the library?



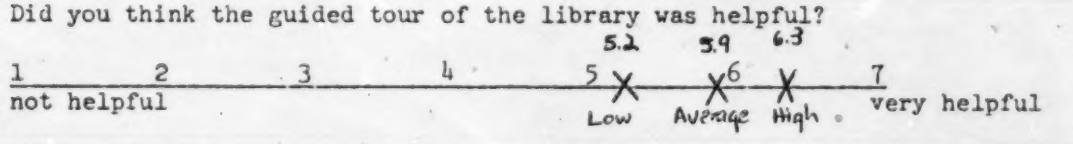
3. Specifically, did you think the lectures were helpful in introducing you to the library and its many types of resources?



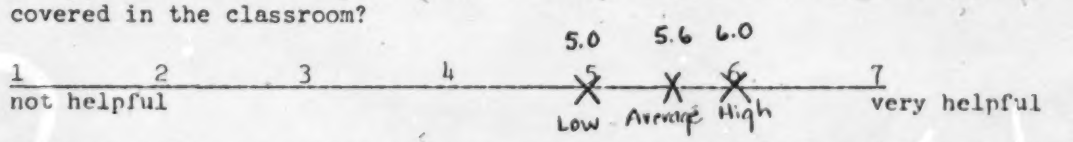
4. Did the slides help you understand how to use the card catalog and indexes to locate books and magazine articles?



5. Did you think the guided tour of the library was helpful?



6. Did you feel the library exercise was helpful in reinforcing the lessons covered in the classroom?



7. Do you have any suggestions or comments on the orientation program or the library exercise?

Overall average of questions 2-6: 5.8